DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

# DCPS Teaching and Learning Framework Overview

DCPS is committed to providing all students with an excellent education. To that end, the **DCPS Effective Schools Framework** was designed to ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. The components of the DCPS Effective Schools Framework reflect the foundational elements of the district's reform efforts.

At the heart of the Effective Schools Framework sits Teaching and Learning, with a focus on high-quality classroom instruction. In order to ensure continuous academic growth and high levels of student achievement, all teachers must engage their students in rigorous and relevant classroom instruction that improves their academic and social-emotional skills and abilities.

**DCPS Effective Schools Framework**



In August of 2009, the **DCPS Teaching and Learning Framework** was introduced. Although the Framework has been modified, the goals remain the same:

- **To Provide Clear Expectations for Teachers**
  The Framework will define the actions that effective teachers use to deliver high quality instruction within a safe, engaging, and productive classroom. All teachers will have a clear understanding of the expectations for them as DCPS educators.
- **To Align Professional Development and Support**
  The Framework will align all professional development opportunities so teachers receive the support, resources, and assistance they need to deliver on the expectations.
- **To Support a Fair and Transparent Teacher Assessment System**
  The Framework will hold all teachers accountable for these expectations through a teacher assessment system. The metrics of assessment are aligned to the expectations in the Framework and to the systems of support.

The Teaching and Learning Framework addresses three main areas of the teaching profession:

- **Delivering Effective Classroom Instruction**
  Using a variety of teaching strategies, effective teachers plan and deliver high quality standards-based instruction in order to engage *all* students in active learning and to monitor their progress toward mastery of the academic content standards.
- **Creating an Engaging and Productive Learning Environment**
  Through classroom management and the use of procedures and routines to maximize instructional time, effective teachers create and maintain an engaging and productive classroom learning environment that fosters students' academic and social-emotional growth.
- **Building Relationships to Support Student Learning**
  As members of a professional learning community, effective teachers build relationships to invest their students in learning, to empower their students' families, and to collaborate with their colleagues.

The Teaching and Learning Framework empowers teachers to design and deliver high quality instruction and provides a structured approach to help teachers ensure continuous academic growth and high levels of achievement for all of their students.
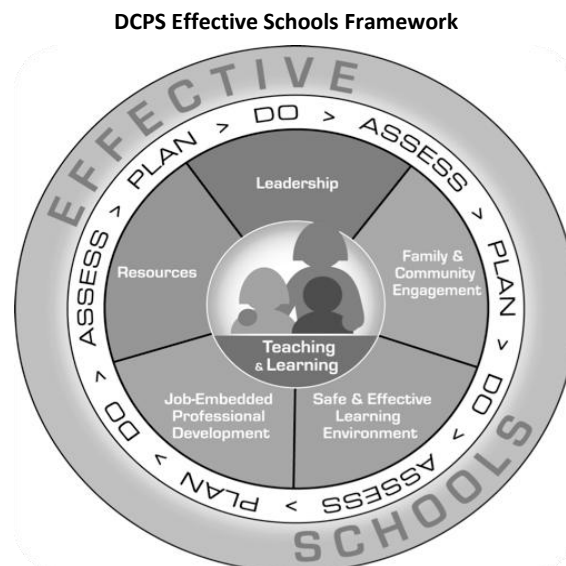
## Frequently Asked Questions

**Why does DCPS need a Teaching and Learning Framework?**
The Teaching and Learning Framework provides a common language to discuss instructional practices and teacher actions.  The Framework also provides clear expectations for teachers and drives coherent professional development, robust systems of support, and transparent teacher assessment.

**What research and evidence support the Teaching and Learning Framework?**
While drafting the Teaching and Learning Framework, the development team (made up of teachers, principals, school-based professional developers, instructional superintendents, and central office staff), reviewed instructional guidelines and frameworks from numerous national and state organizations.  The work reviewed includes:

- National Board for Professional Teaching Standards
- New Teacher Center's Developmental Continuum
- Charlotte Danielson's *Framework for Teachers*
- New York State Teacher Certification Framework
- Massachusetts' Principles for Effective Teaching

- California's Standards for the Teaching Profession
- Colorado's Performance Based Standards
- Texas' TxBess Framework
- Connecticut's Common Core of Teaching
- Martin Haberman's *Star Teachers*

The Framework has also been informed by a variety of other resources, including:

- Wiggins & McTighe's *Understanding by Design*
- Research for Better Teaching's *Skillful Teacher*
- Teach for America's *Teaching as Leadership Rubric*
- Doug Reeve's *Unwrapping the Standards*
- Mike Schmoker's *Results Now*

- Carol Dweck's *Mindset*
- Insight Education Group's *Strategic Design for Student Achievement*
- Robert Marzano's *Classroom Instruction that Works* and *The Art and Science of Teaching*.

**What are the major ways in which the Teaching and Learning Framework has changed since last year?**
After receiving feedback from educators, we revised the Framework in several ways.  The revised Framework is more flexible and streamlined, and it eliminates some elements that teachers found most frustrating.  The revised Framework provides clearer guidance on how to improve practice and better captures the complexities of teaching.  The chart below provides a comparison of the 2009-2010 and 2010-2011 Teach domain standards.

| 2009-2010 Teach Domain Standards | 2010-2011 Teach Domain Standards |
|---|---|
| T1: Focus students on lesson objectives | T1: Lead well-organized, objective-driven lessons |
| T2: Deliver content clearly | T2: Explain content clearly |
| T3: Engage all students in learning | T3: Engage students at all learning levels in rigorous work |
| T4: Target multiple learning styles | T4: Provide students multiple ways to engage with the content |
| T5A: Check for and respond to student understanding during the lesson | T5: Check for student understanding |
| T5B: Respond to student misunderstandings | T6: Respond to student misunderstandings |
| T5C: Probe for higher-level understanding | T7: Develop higher-level understanding through effective questioning |
| T6: Maximize instructional time | T8: Maximize instructional time |
| T7: Invest students in learning | T9: Build a supportive, learning-focused classroom community |
| T8: Interact positively and respectfully with students | |
| T9A: Student behavior | |
| T9B: Reinforce positive behavior | |
| T9C: Address inappropriate, off-task, or challenging behavior | |

**Who should I contact with comments and questions about the Teaching and Learning Framework?**
Please contact the Office of the Chief Academic Officer at framework@dc.gov.